

National Partnership Program Dioceses of Wilcannia-Forbes, Wollongong and Lismore

Workshop 5: Effective leadership

Michael Bezzina and Charles Burford,
Australian Catholic University



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Teachers as leaders

Focus 2: Teacher as Leader

- The quest to transform the learning of students challenges teachers to engage in leadership in new and more authentic ways. It is through the actions of teachers living out their values and ethics as educative leaders, and in the provision of authentic learning for students that this transformation will take place.



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Teachers as leaders

Teachers who are genuine leaders will:

- have a clear and explicit understanding of the nature of the transformed learner
- be explicit about, and committed to the values and ethics underpinning the development of transformed learners
- be skilled in the creation of authentic learning experiences
- be active contributors to the educative leadership of the school

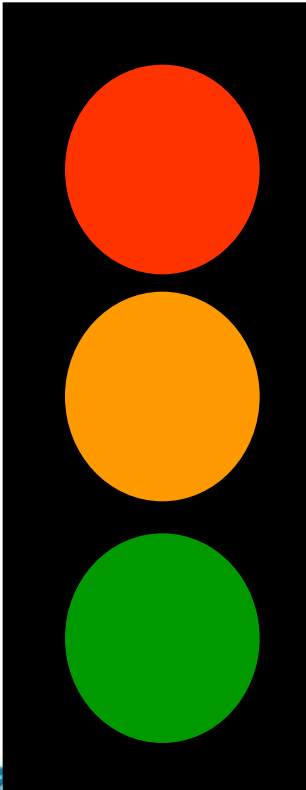


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Reflection

- Evidence



- **Focus 5: Educative Leadership**
- Educative leadership is understood as the capacity to influence others in order to enhance student learning. Research has identified a number of key features which distinguish good educative leadership.



Educative leadership

Leadership through collaboration

- Educative leadership requires the development of a culture and enabling structures which provide legitimate power to those staff best-placed to make decisions about quality teaching and learning, recognizing that all have a contribution to make.



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Leadership through collaboration

An effective Catholic school:

- Is committed to genuinely collegial leadership
- Has an explicit and owned sense of the educational purpose in the school.
- Shares an explicit view of what constitutes good teaching and learning
- Promotes a sense of staff efficacy and competence
Empowers all staff to make decisions which are in tune with the school's common educational purpose.
- Holds staff accountable for exercising initiative in accord with the school's mission.
- Has agreed common standards for performance
- Engages in collaborative professional learning
- Promotes teacher initiative and innovative practice in the pursuit of transformed learning.

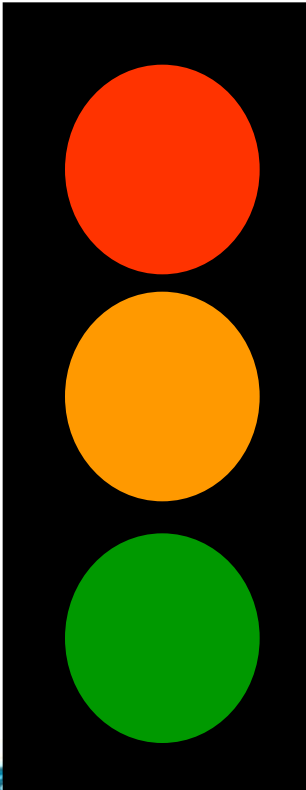


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Reflection

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Educative leadership

Leadership based on evidence

- Evidence-based practice builds staff capacity by requiring the collection and analysis of relevant data which informs their planning and actions. It involves teachers taking a research stance in order to learn from their work. Good teachers and good schools collect data to reflect on their effectiveness.



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Leadership based on evidence

An effective Catholic school:

- Names the key forms of evidence which are necessary for decision making
- Requires the use of evidence as the basis for decision making
- Has procedures for the routine collection of relevant evidence
- Has procedures for interpreting data
- Acts on the basis of feedback on performance
- Skills teachers in evidence-based practice.

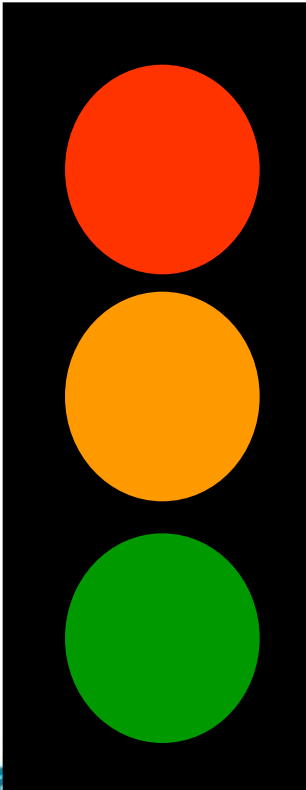


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Educative leadership

- *Leadership for professional learning*
- Professional learning is a clear driver of change and development. In fact unless there is learning there is no change in teacher behaviour. Fullan (2003 p.) holds that an effective professional learning community is the key in building the capacity of a school. "Professional learning communities focus on deep learning and practices that improve teacher efficacy and student outcomes."



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Leadership for professional learning

An effective Catholic school:

- Places a high value on ongoing teacher professional development
- Supports team-based learning through school structures and procedures
- Encourages professional conversation based on experience and the best available literature and research
- Encourages innovation with appropriate use of evidence on impact
- Makes professional learning a focus for appraisal and professional dialogue

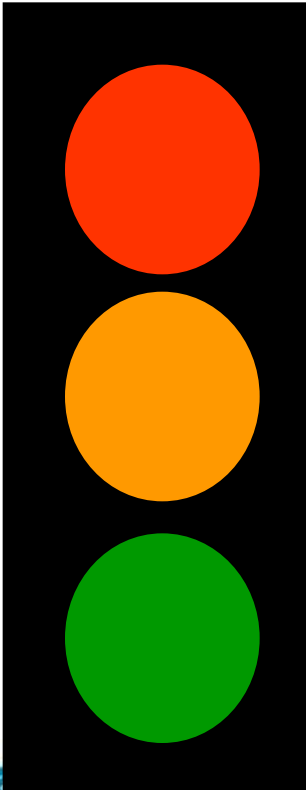


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Educative leadership

Leadership for Sustainability

- Unless leadership is implemented in ways that are sustainable, no efforts at improvement or ongoing change can be expected to persist in a school.



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Leadership for sustainability

An effective Catholic school:

- Makes conscious provision for leadership sustainability
- Supports those in leadership roles
- Supports and encourages many people to take on leadership
- Allocates the necessary resources to leadership
- Seeks diversity in leadership
- Promotes critical and activist leadership
- Builds links beyond the school

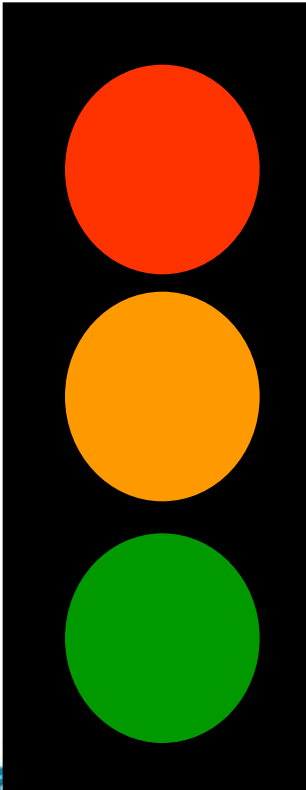


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Educative leadership

Leadership building Culture and Community

- Community is at the heart of the Catholic school. Every school community has a culture, built on its history and underlying set of unwritten expectations that shapes everything about it. A school culture influences the ways people think, feel, and act.



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Leadership building culture and community

An effective Catholic school:

- Has an explicit and owned sense of purpose in the school, grounded in its Catholic identity.
- Uses clear, shared language to describe vision and core activities
- Has an accepted and lived set of norms for professional behaviour
- Celebrates key events and achievements as a community
- Lives out core values in behaviour, word, ritual and symbol
- Promotes collaborative learning and practice.

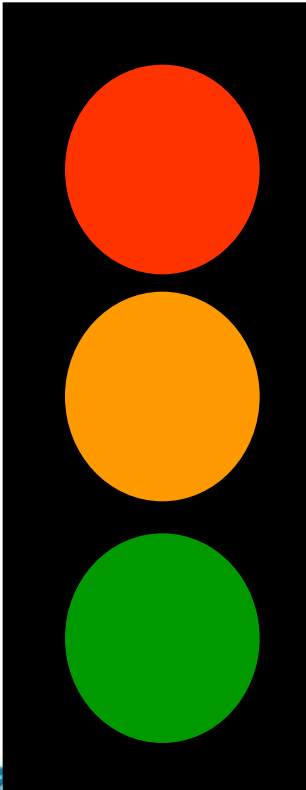


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Educative leadership

Leadership for effective change

- The leadership of change – both internally and externally driven – is one of the major challenges for leadership in Catholic schools.



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Leadership for effective change

An effective Catholic school:

- Drives change out of moral purpose
- Engages in the process of change all those affected by it
- Facilitates change in the context of community and relationships
- Develops procedures to ensure sharing of knowledge within the school community
- Builds coherence through alignment of values and practices
- Embodies enthusiasm, hope and energy in the leadership of change.
- Embeds innovative practice in curriculum

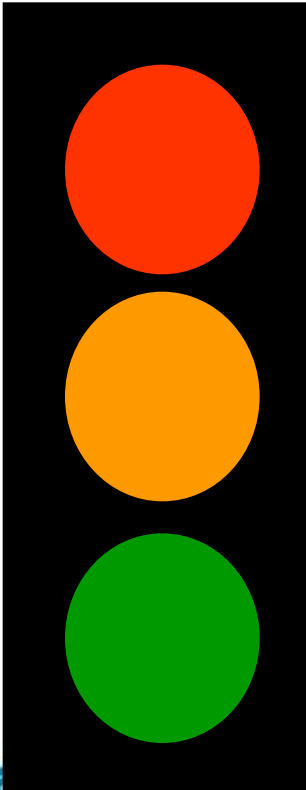


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Educative leadership

Leadership through networking

- The Catholic school works in partnership with parents in its educative mission. It is a significant element of the work of the parish. The school also seeks, to build constructive alliances with other partners in the education enterprise.



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Leadership through networking

An effective Catholic school:

- Works in close partnership with parents, focussing on two way communication about the individual needs of students.
- Engages actively with parish(es) as a key element of its pastoral work
- Develops networks with other schools within and beyond the system
- Engages actively with other education providers in targeted programs
- Encourages staff membership of professional associations

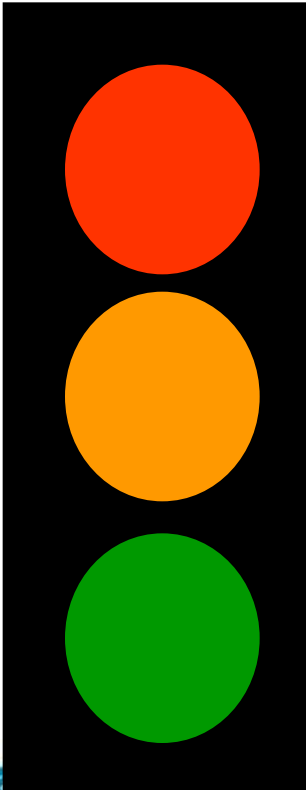


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Educative leadership

Leadership building capability

- Leadership capability is a "dynamic capacity to respond to changing circumstances" (Duignan, 2006) It is not just having the capacity to act, but actually doing so. It involves the integration of knowledge, skills personal qualities and understanding.



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Leadership building capability

An effective Catholic school:

- Appreciates the complexity of leadership capability
- Recognises the capabilities it has in its people
- Provides opportunities for the formation of all staff to develop capabilities
- Builds a climate of trust, mutual support and development

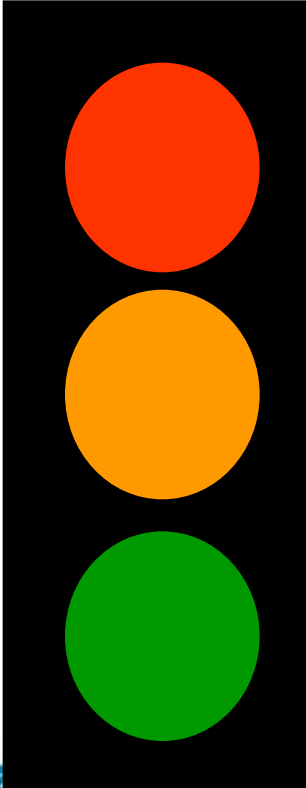


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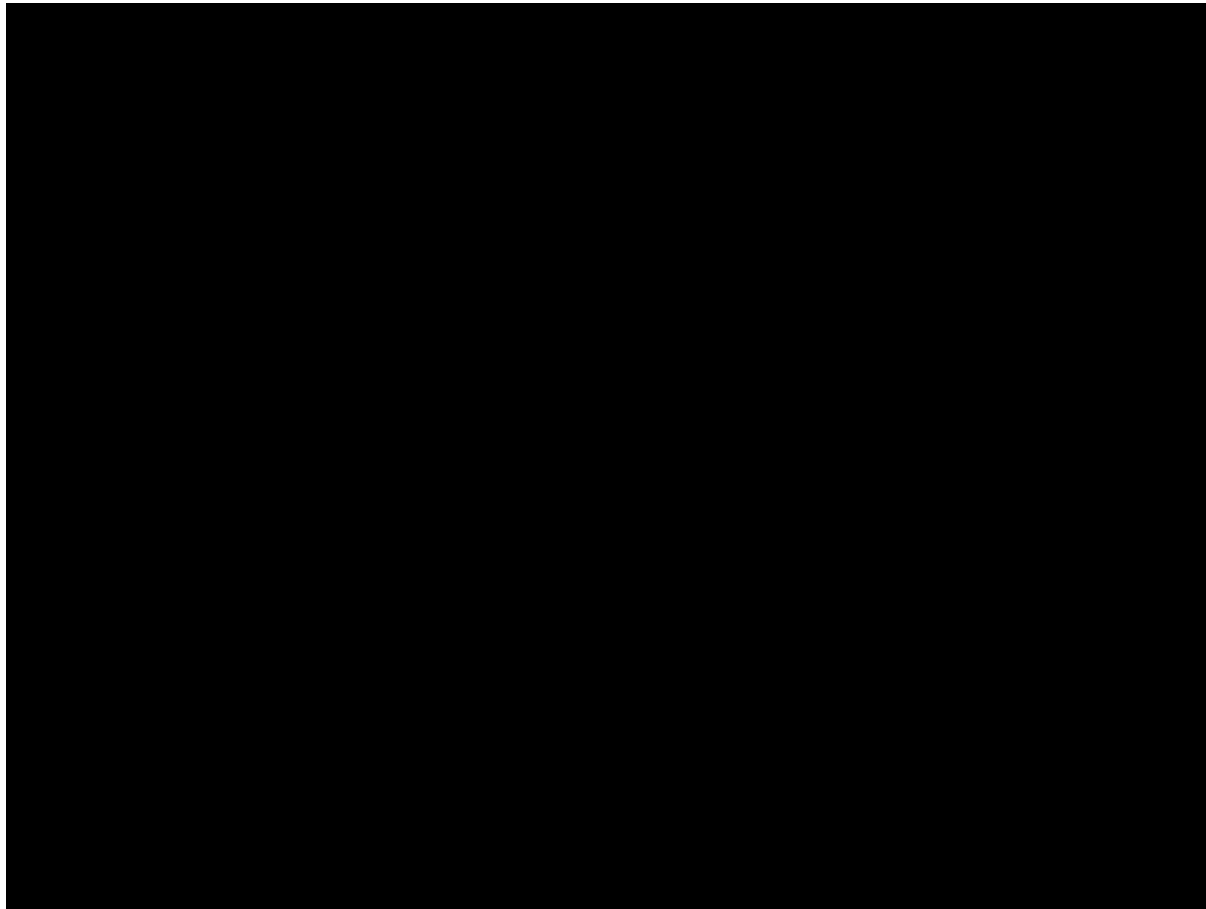
“There is no *I* in *TEAM*. But there is an *M* and an *E* and that spells *ME*!”



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Which features of educative leadership do we see here?



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Overview

- Where are the major challenges for your school in educative leadership?
- .. The major strengths?
- What action is called for?



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